DOCUMENT RESUME

ED 033 268 AC 003 812

AUTHOR	Easley, Edgar M.
TITLE	Concentrated Employment Program - New Careers Motivation Project, June 24 - August 31, 1968.
INSTITUTION	California Univ., Los Angeles. University Extension.
Pub Date	68
Note	44p.
EDRS Price	EDRS Price MF-$0.25 HC-$2.30
Descriptors	*Academic Achievement, *Adult Basic Education, *Changing Attitudes, Government Employees, Individual Counseling, Instructional Materials, Interpersonal Relationship, Program Evaluation, *Subprofessionals, *Team Teaching, Testing, Welfare Agencies, Work Attitudes
Identifiers	FIRO B, LRA Learning Research Associates, New Careers Program, University of California at Los Angeles, Wide Range Achievement Test

Abstract

Under the direction of the Department of Adult Basic Education of the U.C.L.A. Extension Division, an eight-week New Careers Motivational Training Program for county employees was held at four sites in the Los Angeles area. It included team teaching, pre- and post-testing with the Wide Range Achievement Test (WRAT) and the FIRO-B, individual counseling, inservice training for teachers, and evaluation. An evaluation made by LRA Learning Research Associates of Los Altos, California found the program successful. Despite adverse effects of the riots in the Watts section of Los Angeles, attendance averaged a little under 75%. Results from the WRAT indicated an increase of 1.7 in grade level. Little attitude change was observable from the FIRO-B but significant data were the interviews with selected trainees. It appeared that the team teaching concept was valid but needed acceptance from students and members of the team. A wide range of materials were used but specific materials did not seem critical to success. Trainees were well motivated at the start but the "rumor mill" had a bad effect. The curriculum was oriented to life situations and counseling was generally effective. It was recommended that the program be continued through U.C.L.A. Extension. (eb)

ED033268

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

University of California Extension, Los Angeles

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CONCENTRATED EMPLOYMENT PROGRAM - NEW CAREERS MOTIVATION PROJECT

June 24 - August 31, 1968

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REPORT

Edgar M. Easley, Specialist-Director
Adult Basic Education Institute

It was on May 17, 1968, that Mr. Irving Ostrow of the Los Angeles Economic and Youth Opportunities Agency called the Adult Basic Education Institute of University of California Extension, Los Angeles, regarding the establishment of a summer program for enrollees of the Los Angeles County "New Careers" program, operating under provisions of the Scheuer Act. Mr. Ostrow stated that it was the desire of the County to improve the educational skills of the enrollees, their attitudes toward employment, and their opportunities for continued employment through vocational skills improvement.

It was considered by University of California Extension, Los Angeles, to be a worthy effort to organize these classes and also to test some basic concepts relative to the teaching of basic skills to adults. Therefore, with the assistance of Dr. Robert Kindred, Head, Department of Education Extension, these classes were organized and a staff was hired.

Mrs. Judith McElroy of the Los Angeles County Personnel Department immediately began to work with a unique design that was conceived by the Specialist-Director of the Adult Basic Education Institute, and the Institute's Academic Coordinator, Mr. Howard Lindskoog. The training design was to develop a curriculum around the work needs of the enrollees; also to allow for a maximum of attitudinal change through the mechanism of analyzing their self-concepts. It was decided to construct teaching teams composed of two teachers, two tutorial aides, and one Scheuer aide. The Scheuer aide would be a person enrolled in the Concentrated Employment Program who had the potentiality of being employed in personnel work with the County in the future. The teaching teams would contain one credentialed teacher and possibly

one teacher drawn from other sources, but possessing high skills and experience in teaching. The tutorial aides were to be drawn from persons who had previously completed MDTA, or a similar type of training, or students who had successfully completed adult school high school training. There were a few exceptions to this, due to lack of time in creating the staff, and one college student was used.

There was also an attempt made to develop different styles of teaching and instructional teams. The Garfield team was to be highly structured, with an emphasis on a high level of knowledge in the content subjects (English as a Second Language, and Reading). The Compton team was to be composed of relatively inexperienced teachers who had lesser knowledge of content. The Hospital team was to be composed of persons who had been teaching these skills, but in a non-school setting, or at least with only a loose affiliation with the schools. The U.C.L.A. team was composed of credentialed teachers who had been teaching basic education previously.

The second dimension of the teaching team concept was to insure a balance of teachers and aides that would reflect the racial and cultural backgrounds of the CEP enrollees. This was done because it was felt that since the student population was not homogeneous, the balance would assist in reducing the possibility of racial or cultural factors inhibiting the learning process. The wide range of persons selected to be teachers or aides was deliberately done to provide as much variation in pedogogical model as possible, and thus reduce the effect of these variables. In the selection process, the Academic Coordinator canvassed a number of school districts, EVOA agencies, and adult schools, in order to gather a list of potential teachers and aides. The teaching teams were selected on the basis of a balance of male/female; white/non-white; and youth/maturity.

The third dimension was to include a provision for a "New Careers" concept directly into the instructional staff. To each team was attached a CEP enrollee who was to assist in teaching, as well as participate in all of the teacher planning conferences. The principle developed in this portion of the design was to provide a model of persons gaining skills to move into higher levels of work. Thus, as a result of the learning experiences of serving as a teacher, the CEP enrollee who was currently employed in one position could look forward to promotion to the training department. At no time was the CEP aide to be considered anything less than a full-fledged member of the instructional team.

This project was given the full sanction of the UCLA Department of Education, Extension by Dr. Robert Kindred, and was also given close attention by Dr. Paul Sheats of the Graduate School of Education, UCLA. The close cooperation of the University and, through Mrs. Judith McElroy, the County of Los Angeles, insured the smooth operation of this project and the climate and conditions which could bring forth the results in this report.

UNIVERSITY OF CALIFORNIA EXTENSION

LOS ANGELES, CALIFORNIA

C.E.P. NEW CAREERS MOTIVATION PROJECT

JUNE 24 - AUGUST 31, 1968

REPORT

Howard Lindskoog, Program Coordinator

The CEP New Careers Motivational project was designed to provide an eight week basic educational experience for 200 adults employed by the County of Los Angeles in a New Careers program founded by E.Y.O.A. The objectives of the program were to:

1. assist the New Careerist in developing confidence in his ability to achieve in an academic setting;
2. fill in the large gaps in his educational background;
3. provide a general foundation which will enable the participants to ultimately attain his high school diploma, its equivalency, or to go into advanced studies;
4. assist the participants in bridging the gap between work and education by using material geared to the work setting.

GOALS

In developing the program plan, two goals were kept in mind:

1. to provide for the greatest gain in student growth and learning possible;
2. to develop a training model which could be picked up by adult education schools on a permanent basis.

INSTRUCTIONAL TEAMS

The instruction was carried out at sites within the Los Angeles area. Each site was manned by a five-man instructional team composed of two teachers, two tutorial aides, and one aide who was selected from the New Careers program. Each team developed its own working relationship within certain guidelines.

1. Each person was considered to have individual strength and ability that made him an equal with other team members.

2. In role function, teachers gave direction in curriculum planning and the instructional methods. Tutorial aides functioned both as tutors on a one-to-one basis, and as teachers in small groups. The New Careers aide functioned in much the same way as tutorial aides and in addition provided a link between the instructional team and the New Careerist. Each team met daily for staff meetings for planning, discussion of problems, and evaluation.

In the assigning of individuals to a team, the following rationale was used; home proximity to instructional site,

male/female combinations,

ethnic mixture,

varied strengths and experience,

Spanish language.

It was not possible to have equal sex and ethnic representation on each team. Out of the total of 20 persons, there were 9 male and 11 female. Of the 9 males, 4 were credentialed teachers, 4 tutorial aides and 1 New Careers person. Of the 11 females, 4 were credentialed teachers, 4 tutorial aides, and 3 New Careerists. Five of the 20 were Caucasian, 11 were Negro, and 4 Spanish speaking. Although no hard evaluation was used to determine validity, it became evident that each team developed distinct affective relationships and task approaches.

The Garfield team appeared to have relatively strong teachers and weak aides.

The Compton team teachers and aides were relatively equal in their team relationship.

The Hospital team proved to have both strong teachers and aides.

The U.C.L.A. team functioned with relatively weak teachers and strong aides.

TESTING

Pre-testing of all students took place the week prior to beginning of classes to determine the educational level of each student. At the end of the instruction the students were again tested. The Wide Range Achievement Test was administered in both instances. Each student also completed a pre- and post-attitudinal survey to determine changes in attitude and motivation. The Firo-B was chosen for this purpose. In addition, 20 students were selected at random for intensive interviewing.

COUNSELING

Individual counseling was provided throughout the program to help the student assess his own needs and progress, to develop a better understanding of the "world of work" and attempt to modify negative social attitudes, and to provide guidance toward his educational goals.

IN-SERVICE TRAINING

All instructional personnel attended a one-week pre-service training program, as well as two one-day in-service training sessions. The following objectives were considered:

1. acquaint the teams with the New Careers concept;
2. orientation to the type of student in the program;
3. development of team identification and organization;
4. use of innovative methods and curriculum;
5. translation of educational goals into behavioral objectives.

EVALUATION

Final evaluation of the program considered a number of critical areas:

1. achievement progress;
2. attitudinal survey and interviews;
3. patterns of attendance;
4. analysis of counseling time;
5. samples of innovative materials;
6. analysis of the role of the school of education in the project;
7. a team/individual rating scale developed by three representatives from the teams.

There were several problems encountered as the program developed. First, credentialed teachers tended to fall back into their familiar teacher role. It was difficult for them to adapt to the team concept. Secondly, aides tended to stereotype teachers and then react to them on that basis. On the whole, aides had less difficulty than teachers in identyfying with and responding to the needs of their students. Under pressure, personality conflicts arose, and the teachers and aides tended to withdraw from each other. Lastly, both teachers and aides

found it difficult to be innovative and to break the teacher/student mold. It took a few weeks to learn how to involve the students in their own learning, and to obtain and use feedback from them. These problems were dealt with each day during the team meetings and periodically, one of the administrative staff met with each team to provide counsel and direction.

CURRICULUM MATERIALS

A Job For You (Steck-Vaughn)
Call Them Heroes, Books 1 - 4 (Silver-Burdett)
Coins and Currency (Milliken Pub.)
Decimal Exercises (Milliken Pub.)
English For Today (McGraw-Hill)
English Pattern Practices (Lado & Fries)
English Work Book, Dixson (Regent)
English Sentence Patterns (Lado & Fries)
Gateways to Correct Spelling, Ayer (Steck-Vaughn)
Health for Happiness (Steck-Vaughn)
Help Yourself to Improve Your Reading, Books 1 - 4 (Readers Digest)
Interesting Places, U.S.A. (Milliken Pub.)
Improve Your Own Spelling, Johnson (McGraw-Hill)
Learning American English, Taylor (McGraw-Hill)
Lennes Essentials of Arithmetic, Books 5 - 8 (Laidlaw Brothers)
The Microscope (Milliken Pub.)
Modern Arithmetic, Books 5, 6 (Milliken Pub.)
Mott Basic Language Skills (Mott)
Negroes Who Helped Build America, Stratton (Ginn Co.)
Oceanography (Milliken Pub.)
Step Up Your Reading Power, Olsen, Books A - D (McGraw-Hill)
Vocational English, Books 1, 2 (Globe)
Writing by Patterns (Knopf)
You and Your Job (Southwestern Pub.)

HANDOUT MATERIALS

1. Paperback Books

Children of Sanchez, Lewis
Cool Hand Luke, Pearce
Fail Safe, Burdick and Wheeler
In White America, Duberman
New Ways to Greater Word Power
Nobody Knows My Name, Baldwin
1001 Top Jobs
Play it Cool
Rivers of Blood, Years of Darkness, Conot
Roget's Thesaurus
Six Minutes a Day to Perfect Spelling
Spanish/English Dictionary
The Cool World, Miller
The Nigger Bible, deCoy
The Underdogs, Azuela
To Kill a Mockingbird, Lee
Webster's New World Dictionary

2. Panphlets

A Consumer Guide to U.S.D.A. Services
A Good Home For Your Family
Consumer Action and the War on Poverty
Consumer Information
Investigate, Stop, Look
I'm Mr. Moneywise
Mail Fraud
President's Committee on Consumer Interests
Project Moneywise
Stay in School

3. Magazines

Ebony
El Malcriado
Jet
Life
Look
Redbook

4. Miscellaneous

Change of address forms
County employment application forms
Inter-office forms
Scrabble sets

5. Professional Reading Material

Adult Education Procedures, Bergevin, Morris, Smith (Seabury)
An American Dilemma, Myrdal
Adult Basic Education for Personal and Family Development, a curriculum guide (National University Extension Association)
Bibliography of Materials for Adult Basic Education Students (N.U.E.A.)
Educational Technology for Adult Basic Education (N.U.E.A.)
Curriculum Guide to Adult Basic Education (H.E.W.)
The Medium is the Massage, McLuhan
The Moynihan Report and the Politics of Controversy
New Careers for the Poor, Pearl and Riessman (Free Press)
Psychology of Adults, Lorge, McClusky, Jensen, Hallenbeck (Adult Education Association of the U.S.A.)
Report of the National Advisory Commission on Civil Disorders
Society and Education, Havighurst and Neugarten
Taxonomy of Educational Objectives, Bloom (David McKay)
The Other America, Harrington (Macmillan)

COUNSELING TEAM REPORT

T. G. BACA, COUNSELOR
DOLORES BARKLEY, COUNSELOR AIDE

The CEP trainees were pre-tested on June 27 and June 28, 1968. Due to the short time in which to order testing materials, we had to decide on an instrument that would be appropriate and available to this type of program. The Wide Range Achievement Test (WRAT), was selected to be administered. The WRAT met the criteria and was available here in Los Angeles. The WRAT is a standardized test, and has been found valuable in the following areas of knowledge and practical application:

1. the accurate diagnosis of reading, spelling, and arithmetic disabilties;
2. the determination of instructional levels;
3. the assignments of students to instructional groups progressing at similar rates and their transfer to faster or slower groups in keeping with individual learning rates or needs. The test scores were available by the second or third class meeting of each group. Some students were pre-tested at their instructional site either because they were unable to come on the designated date or failed to be notified. A few may have resisted the idea of taking a test.

COUNSELING

Each individual was seen at least twice. The initial interview was per= formed on the first two weeks at all four locations, rotating sites and days in order to meet all the participants. A few students were missed during those first two weeks because of absence. Each student was given the opportunity to see either one of the members of the counseling team, or both if they chose to do so.

On the initial meeting, the counselee filled out a "New Careers Participant Survey Sheet". This survey called for name of counselor, date, name of counselee, address, instructional site, Social Security number, date of birth, sex, marital status, primary language used in student's home, employment, length of employment, grade completed, race, high school graduate or not, citizenship, number in family, income - individual and family, assignment in new careers and location of that assignment.

A second survey sheet, "Trainee Attitude Survey" had two parts. Question 1 was asked during the initial interview, questions 2 and 3 were post-instructional questions.

1. Do you think you are going to improve English and math skills enough to help you keep your job?

2. Do you believe you have improved so that you could now get a permanent job?

3. Do you think the instructors are: (yes or no)

a. prompt
b. courteous
c. well prepared
d. understanding about life
e. motivating you to learn
f. dressed properly
g. patient.

Third, the counseling team and each instructional team filled out a "Trainee Evaluation Sheet" on each student. The following items appeared:

1. ability achievement;
2. interest (attitude toward training program);
3. potential for improvement.

Approximately 70% of the counseling time was spent on attitudinal type counseling, the remainder of the time was devoted to educational and vocational counseling.

OBSERVATION AND EVALUATION

1. Counselees want a person who is receptive to them, so that they can feel free to ask questions in regard to their future, past, job opportunities, and educational opportunities.

2. The desire to be a responsible person in the community.

3. The sesire to be able to start from scratch without fear.

4. The desire to be left alone and constantly harrassed.

5. They need to be respected.

6. They must be able to give their side of the story at all times.

7. The desire to help others.

8. The desire to learn.
9. The desire to work.
10. The desire to work with a team type class.
11. The great wish that people could understand them.
12. They are willing to fight for truth and honesty.
13. Their understanding of everyday problems.
14. They want to know if they are doing what they are best qualified for.
15. They want to know their capabilities for job entry and education.
16. They want job oriented courses.
17. They want more classes with the team teaching approach.

RECOMMENDATIONS

1. More counseling time.
2. Records:
    a. main file - central office
    b. copy of test data at location of instruction
    c. copy of initial interview form at location
    d. combine forms when possible
    e. eliminate as much paper work as possible.
3. Counseling in depth.
4. Vocational counseling
    a. use of resource people such as State Employment office.
5. Use of available agencies in community.
6. The counseling aide is invaluable and should be continued.
7. Use of achievement test with score-eze.
8. The attitudinal type counseling should be continued.
9. Varied ethnic backgrounds should be represented on the counseling team.
10. Use of group counseling.
11. Short guidance periods in the classroom with two-way communication and possible use of resource person.
12. Representative from a college to talk to those interested in college.

T. J. BACA, COUNSELOR

In the beginning of the Poverty Program, perhaps a program such as the CEP Motivational program should have been one of the first attempts to help the socially, culturally, and educationally deprived. When I see how much has been accomplished in six to eight weeks of counseling and team teaching of basic educational subjects, it makes one wonder how much could have been accomplished in the past three years.

I must confess, when this program was introduced to me, my thoughts were very negative considering the time factor. I was so wrong. It has been heart-warming to see so many adults so eager to learn, to see attitudinal changes, to see restoration of self-confidence, dignity and new self-images. At this time I wish to express my appreciation for the opportunity and exposure to a program so needed in our communities. It has given me new hope and a desire to further my own education at this late time of my life.

There is a particular student I would like to mention who has shown such determination to learn and a definite attitudinal change. This male student is fifty to fifty-five years of age, separated from his wife, father of eight children, a sixth grade drop-out from a southern school, was jobless and has a felony record. What despair, as he felt, "What's the use". This has all been changed as his first step forward was to find a job with the New Careers program and now an opportunity to learn. It has been so rewarding to see this man work so diligently for knowledge. Perhaps he will never become an A-1 student or receive a high school diploma but he has achieved something that is to important - a place in society and a new identity. I'll never forget the day he spoke to me with such humility and said, "This is the first time in my life anyone has ever tried to teach me and I'm so grateful". There are many more such persons who need to find better jobs and a more meaningful future and this program can offer so much help and new hope.

SUGGESTIONS

1. More time for counseling.
2. An additional member of the counseling team, eith a professional counselor or counseling aide.
3. Eliminate as much paper work as possible.
4. More emphasis and time spent on conversation, spelling, and vocabulary.

LRA LEARNING RESEARCH ASSOCIATES
P. O. BOX 1062
LOS ALTOS, CALIFORNIA 94022

November 5th, 1968

Mr. Edgar M. Easley, Director
Adult Basic Education Programs
U. C. L. A. Extension Division
1100 South Grand Avenue
Los Angeles, California 90015

Dear Mr. Easley:

Enclosed is the evaluation of the eight-week summer training program for Los Angeles County employees in the New Careers Motivational Training Project.

The success of the program is thoroughly documented. The educational achievements; the growth in skills development; and the positive attitudinal attainments are a tribute to you and your staff. These achievements reflect the outstanding leadership necessary to conceptualize, develop, staff and operate such a project.

The cooperation we received from you, from Howard N. Lindskoog, and from the other members of your staff, was greatly appreciated. Thank you very much.

Sincerely yours,

David C. Wigglesworth
President

THE LOS ANGELES COUNTY NEW CAREERS MOTIVATIONAL TRAINING PROGRAM - SUMMER, 1968

AN EVALUATION

by

LRA Learning Research Associates
of
Los Altos, California

An assessment of the eight-week training program conducted under the direction of the U. C. L. A. Extension Division's Department of Adult Basic Education

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THE LOS ANGELES COUNTY NEW CAREERS

MOTIVATIONAL TRAINING PROGRAM - SUMMER, 1968

AN EVALUATION

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CHAPTER - ONE

THE NEW CAREERS PROGRAM

In order to proceed with any analysis of the educational component of the "New Careers" program, it is necessary to have an understanding of the program's concepts.

> The "New Careers" Movement is boldly experimenting in social planning. It aims at public institutions creating 500,000 new jobs for the poor. The emerging sub-professional positions include educational, nurses, library, recreational, welfare, and police aides. These occupations consist of sub-sections of work traditionally performed by professionals, for which full professional training is not necessary. The creation of these careers is intended to help meet the employment and educational needs of unskilled groups, to meet the manpower needs of social service occupations, and to improve understanding between professionals and low-income clients.[1]

These concepts have been related to the program of the Los Angeles County Government:

> The Los Angeles County Government's New Careers component will provide 250 new career slots distributed throughout the following Departments: Community Services; Public Health; Public Social Services; Mental Health; Personnel; Probation; Sheriff; and Human Relations. Thirteen separate entry positions are offered.

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[1] Roby, Pamela: The Educational Aide: A Study of an Emerging Occupation. An unpublished draft manuscript.

The County is now engaged in examining the minimum requirements for its sub-professional positions. Many County Departments feel the need to incorporate sub-professional positions in their current operations. Some jobs such as Welfare Assistant (Department of Public Social Services) -- 27 positions; Community Worker (Department of Community Service) -- 2 positions; and Probation Aide (Department of Probation) -- 8 positions; have already been defined and included in the Salary Ordinance for those Departments. Further, it appears likely that a positive experience with this program will encourage the Department of Health to utilize this concept and reflect some new positions in their next budget. These represent a commitment of County funds. With added support, the County could institutionalize 300 New Career positions over the next two years.

Many existing sub-professional jobs in the County currently require some college, and are not usually available to persons in the target populations. A successful New Careers experience may be used as the basis for permitting training and experience to be substituted on a year-for-year basis for college for the sub-professional positions. This would enable New Careerists to qualify for many existing County jobs as well as those which may be created as a result of this program. In addition, new career ladders could be developed so that a series of jobs could be incorporated into the County system for upward mobility purposes.[2]

The educational component of the C. E. P. New Careers Motivational Project initiated its program with seven general objectives:

1. There should be a significant attitudinal change in the students regarding employment and the reasons for desiring gainful employment. Though they are employed at present, it will assist in developing in them the carry-through to develop a viable and long-goaled approach to employment.

2. Increase in basic skills. This would be directed to materials that are job-oriented and have wider implications for use in reading, computational and spelling skills in the "New Careers" positions.

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[2] Memorandum in Project's Handbook ascribed to Herb Kaplan of the Los Angeles County Government.

3. There should be an increase in adjustment to the environmental setting of the agency. This would involve a great knowledge of the means by which agencies handle interpersonal differences and decision making.

4. There should be an awareness of the higher career steps in the "New Careers Employment Ladder". This would entail counseling so that the student would be aware of the promotional possibilities in linking the job advancement with educational levels being raised.

5. There should be an increase in both oral and written communication skills. This should be done through developing both oral and written situations which will require the student to translate and communicate information in more than one semantic media to insure that the maximum of communication is achieved in their agency work.

6. To develop within the students a knowledge of concomitant employment possibilities built upon the skills used in their agency work. This would be developed through looking at models (representational models) of employment and vocational structures to see what areas have specific sameness and likenesses.

7. To develop in the students such other learnings as are necessary to branch into other subject areas of higher learning in the future. This would be done through showing models of activities that arise out of general higher education and how they are used to solve some of the more complex problems presented in "life-cycles".[3]

These objectives were also stated in programmatic terms:

The C.E.P. New Careers Motivation project was designed to provide an 8-week basic educational experience for 200 adults employed by the County of Los Angeles in a New Careers program funded by E.Y.O.A.

The objectives of the program were to:

1. assist the New Careerist in developing confidence in his ability to achieve in an academic setting;
2. fill in the large gaps in his educational background;

---

[3] Easley, Edgar M. and Howard Lindskoog: The Objectives of the C.E.P. Motivational Program.

3. provide a general foundation which will enable the participant to ultimately attain his high school diploma, its equivalency, or go into advanced studies;
4. assist the participants in bridging the gap between work and education by using material geared to the work setting.

In developing the program plan, two goals were kept in mind:

1) to provide for the greatest gain in student growth and learning possible;
2) to develop a training model which could be picked up by adult education schools on a permanent basis.[4]

In this evaluation, an attempt will be made to assess how well each of the seven general objectives were fulfilled. While sufficient hard data does not exist to accurately assess each of these items, selective subjective data does present some indicators which will be analyzed.

In addition, sufficient hard data does exist to allow for an assessment of the program's basic objectives.

The evaluation will concern itself with specific objectives. The attendance records will be surveyed in order to ascertain if there are any discernable patterns of attendance which might be related to educational progress, teaching styles, outside influences, or employment practices within particular departments.

Educational achievement will be measured from the Wide Range Achievement Test (WRAT) which was administered at the start of the program and again at the close of the program.

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[4] Lindskoog, Howard N.: New Careers Motivation Project Report.

Attitudinal concepts will be studied from an analysis of the augmented[5] FIRO B examination, along with an analysis of case histories, interviews, and subjective comments from staff personnel. Coordinated with this attitudinal analysis there will be reflections on attitudes from the basis of semantic profiles administered to the project staff members in relation to their teaching images and their students' images. A Trainee Attitude Survey form will be reviewed along with the results from a team evaluation study.

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[5] The standard FIRO-B attitudinal survey was augmented with some twelve items concerned with racial attitudes. These were prepared by the UCLA Extension Division Staff.

CHAPTER - TWO

DATA ANALYSIS - ATTENDANCE

Attendance for all four sites averaged a little under 75% (74.2) for the total eight weeks.

L.A. County Hospital.....	88* %
Garfield C.Y.O. Location.....	77
Compton Location.....	75
U.C.L.A. Location	55

*Note - Figures Rounded Off.

It is difficult, however, to generalize from these figures because outside factors played a significant role in reducing attendance during the final weeks of the program.

The riots in the Watts section of Los Angeles had a direct affect on attendance at both the Compton and Garfield locations. At Compton, where identification and involvement with the disturbances was acute and in Garfield, where supervisors placed their personnel on an alert in order to have a full complement at all times, attendance was seriously curtailed.

Prior to the riots, the average attendance at both Compton groups (i.e., Monday/Wednesday, and Tuesday/Thursday) was 86%. During and after the riots the attendance dropped to 59%. While some attrition is expected towards the close of any educational program, it is reasonable to

assume that this dramatic decrease in attendance at Compton would not have occurred had the situation in Watts not flared up. Thus, the average attendance for both Compton groups resulted in a 75.95% which had a telling affect on the overall average for the program.

Similarly, at Garfield, the attendance rate for both groups was 80.3% prior to the riots. During and after the riots the rate dropped to 61.9%. The pre-Watts Riots' attendance for all four locations averaged 83.9% while the post riots attendance averaged 68%.

ATTENDANCE RATIOS - FOUR LOCATIONS

SITE	7/1-8/5	8/6-8/22
Compton.....	86.0%.....	59.0%
Hospital.....	85.9%.....	81.2
Garfield.....	80.3%.....	61.9
U.C.L.A.	75.7%.....	69.8

Other factors also enter into the interpretation of attendance figures. Training at the Los Angeles County Hospital was at the work-site location. This proximity of the training area to the work-site may also have played a role in affecting attendance.

In reviewing the personal interviews conducted by Melvin Davenport and in studying the reports from the Counselors, there is some indication that supervisorial attitudes may have affected attendance towards the termination of the program. One of the participants at the Compton site indicated that he felt discouraged because of a statement alleged to have been made by a Department Supervisor to the effect that "the New Careers Program is not a

promise that Los Angeles County is guaranteeing jobs." Another Compton student expressed fear that when the program concluded there would be no opportunity for advancement. Another student was allegedly told that her present job (in the New Careers Program) was not a step on the Career Ladder. One of the students at the Los Angeles County Hospital expressed the opinion that if the training program were to be discontinued, her own chances of advancement with the County would be at a "dead-end". These factors may well have had an adverse affect on attendance during the duration of the program.

CHAPTER - THREE

DATA ANALYSIS - EDUCATIONAL ACHIEVEMENT

Over-all results from the Wide Range Achievement Tests (WRAT) indicate the academic success of the program. On the pre-test the average grade level for the total program was 8.2 and on the post-test it was 9.9. This represents an increase of 1.7 in grade level over an eight week period.

The Garfield and Compton locations demonstrated the greatest growth in achievement, with the Hospital and UCLA groups trailing by a full grade level.

WRAT SCORES	PRE	POST	DIFFERENCE
Garfield	8.6	11.0	+2.4 grade levels
Compton	8.3	10.4	+2.1 grade levels
Hospital	6.8	8.1	+1.3 grade levels
U.C.L.A.	9.1	10.1	+1.0 grade levels

READING SCORES	PRE	POST	DIFFERENCE
Garfield	12.0	14.8	+2.8 grade levels
Compton	11.0	13.2	+2.2 grade levels
U.C.L.A.	12.3	13.5	+1.2 grade levels
Hospital	9.1	9.7	+ .6 grade levels

MATH I SCORES	PRE	POST	DIFFERENCE
Compton	7.7	12.1	+4.4 grade levels
Garfield	7.4	11.6	+4.2 grade levels
Hospital	5.9	9.0	+3.1 grade levels
U.C.L.A.	8.0	10.8	+2.8 grade levels

MATH II SCORES	PRE	POST	DIFFERENCE
Garfield	6.4	9.9	+3.5 grade levels
Compton	6.3	9.2	+2.9 grade levels
Hospital	5.4	7.5	+2.1 grade levels
U.C.L.A.	6.9	8.8	+1.9 grade levels

The greatest over-all improvement was in Mathematics. On the Math I Test there was a 3.625 grade level improvement, and on the Math II Test there was a 2.6 grade level improvement.

SUBJECT	PRE	POST	DIFFERENCE
Math I	7.2	10.8	+3.6 grade levels
Math II	6.2	8.8	+2.6 grade levels
Reading	11.1	12.8	+1.7 grade levels
Spelling	8.1	7.0	-1.1 grade levels

Spelling was the academic area which failed to improve. In all locations, there was negative achievement in spelling. The Hospital group had the smallest measurable negative achievement in spelling with the U.C.L.A. group having the most.

SPELLING SCORES	PRE	POST	DIFFERENCE
Hospital	6.8	6.1	- .7 grade levels
Compton	7.9	6.9	-1.0 grade levels
Garfield	8.7	7.6	-1.1 grade levels
U.C.L.A.	9.2	7.4	-1.8 grade levels

The over-all loss in spelling was 1.15 grade levels.

The spread of the scores on the WRAT indicate some of the teaching problems that must have developed because of the wide range in skill functioning levels.

WRAT OVER-ALL	PRE	POST	
SPREAD	1.5 - 16.9	2.2 - 19.5	grade levels
MEDIAN	7.2	9.3	grade levels
WRAT - READING	PRE	POST	
SPREAD	2.2 - 16.2	2.4 - 19.5	grade levels
MEDIAN	10.5	13.8	grade levels
WRAT - MATH-I	PRE	POST	
SPREAD	3.6 - 15.6	4.5 - 16.3	grade levels
MEDIAN	6.5	11.4	grade levels
WRAT - MATH-II	PRE	POST	
SPREAD	2.3 - 13.8	3.4 - 18.3	grade levels
MEDIAN	6.3	8.5	grade levels
WRAT - SPELLING	PRE	POST	
SPREAD	1.5 - 16.9	2.2 - 13.2	grade levels
MEDIAN	8.2	7.0	grade levels

CHAPTER - FOUR

DATA ANALYSIS - ATTITUDINAL CONCEPTS

Attitudinal concepts were reflected in a variety of ways. The augmented FIRO-B attitudinal survey revealed interesting and perhaps significant self-concepts among the participants in the program. With the augmented section, a cursory look at racial and ethnic attitudes helped to provide additional relevance to the total program.

Similarly the semantic profile administered to teachers, aides and tutors in relation to their teaching and their students was penetrating and helpful. In addition, the Trainee Attitude Survey and the Team Rating Scales were also of use.

Perhaps the most significant data (because they gave rationale for the attitudes) were the selected interviews conducted by Mr. Melvin Davenport, and the Counselors' reports.

Little attitudinal change was observable from the FIRO-B. Certain answers to specific items on the instrument received greater unanimity than others. These were:

1. I try to be with people.

(1) Usually* (2) Often (3) Sometimes
(4) Occasionally (5) Rarely (6) Never

Which seemed to contrast with:

23. I like people to act friendly toward me.

(1) Most people (2) Many people (3) Some people
(4) A few people (5) One or two people (6) Nobody

Item number two seems to contrast with items: six, ten, eleven, thirteen, and fifteen which are all in relative agreement:

2. I let other people decide what to do.

(1) Usually (2) Often (3) Sometimes
(4) Occasionally (5) Rarely (6) Never

6. I let other people strongly influence my actions.

(1) Usually (2) Often (3) Sometimes
(4) Occasionally (5) Rarely (6) Never

10. I let other people control my actions.

(1) Usually (2) Often (3) Sometimes
(4) Occasionally (5) Rarely (6) Never

11. I let other people strongly influence my actions.

(1) Most people (2) Many people (3) Some people
(4) A few people (5) One or two people (6) Nobody

13. I let other people control my actions.

(1) Most people (2) Many people (3) Some people
(4) A few people (5) One or two people (6) Nobody

15. I am easily led by people.

(1) Most people (2) Many people (3) Some people
(4) A few people (5) One or two people (6) Nobody

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6 The underlined selection indicates those items on which there was general unanimity. Where two answers are underlined is an indication that the respondees split evenly on these answers.

The augmented section of the FIRO-B contained questions designed to obtain information in regards to racial attitudes and attitudes towards ethnic and national groups.

Of the races, I would rather be supervised by Black, Mexican-American, Italian, Oriental, White.

The majority of those who answered this item deliverately wrote: "It doesn't matter" or words to this effect.

Other items were:

1. I try to have friends of all races.

(1) Usually	(2) Often	(3) Sometimes
(4) Occasionally	(5) Rarely	(6) Never

6. I believe races should work together in harmony.

(1) Usually	(2) Often	(3) Sometimes
(4) Occasionally	(5) Rarely	(6) Never

1. I try to accept supervision regardless as to the nationality of the supervisor.

(1) Usually	(2) Often	(3) Sometimes
(4) Occasionally	(5) Rarely	(6) Never

2. I believe supervisors are fair.

(1) Usually	(2) Often	(3) Sometimes
(4) Occasionally	(5) Rarely	(6) Never

Staff members were requested to respond to two semantic profile instruments which were designed to measure their attitudes towards their teaching and towards their students. The responses were by-and-large positive though some ambivalence was obvious.

The profile rates from 1 to 7 with 4 being the middle rating. The students were judged by their teachers (by being given 4's) to be neither sharp

nor dull; honest nor dishonest; happy nor sad; rich nor poor; fast nor slow; sacred nor profane; fair nor unfair; calm nor agitated; and neither fresh nor stale.

Their teaching they self-judged, by giving "4's", to be neither peaceful nor ferocious; cruel nor kind; sacred nor profane. The following comparison between the way in which they judged their students and their teaching is of interest:

SEMANTIC PROFILE RATING

RATING		MY STUDENTS	MY TEACHING
(7)	(1)		
Honest	Dishonest	4	Honest (7)
Sharp	Dull	4	Sharp (7)
Happy	Sad	4	Happy (7)
Rich	Poor	4	Rich (7)
Fast	Slow	4	Fast (7)
Sacred	Profane	4	4
Fair	Unfair	4	Fair (7)
Calm	Agitated	4	Calm (7)
Fresh	Stale	4	Fresh (7)
Peaceful	Ferocious	Peaceful (7)	4
Kind	Cruel	Kind (7)	4

In more positive terms they rated their students and their teaching as follows: beautiful; clean; good; fragrant; brave; nice; sweet; hot; active; and valuable.

The Trainee Attitude Survey speaks for itself:

1. Do you think that you are going to improve in English and Mathematic skills which will help you in your job? YES

2. Do you believe that you have improved enough so that you could get a permanent job? YES

3. Do you think that the teachers are:

a.	Prompt?	YES
b.	Courteous?	YES
c.	Well prepared in subject matter?	YES
d.	Understanding about life?	YES
e.	Motivating you to learn?	YES
f.	Dressed properly?	YES
g.	Patient?	YES

There was almost total unanimity on the responses to all of the above questions from the Trainee Attitude Survey form. On item number two, 57½% of those interviewed felt that they had improved enough so that they could get a permanent job. On item number three "c", some 30% of those responding felt that the teachers were <u>not</u> well prepared in the subject matter.

In the area of team evaluation, the rating scale used was from one to nine with nine being the highest possible rating. The team comparison was averaged:

Compton	8.055
Garfield	7.444
Hospital	7.388
U.C.L.A.	6.388

Melvin Davenport of the U.C.L.A. Extension Division Staff conducted personal interviews with randomly selected trainees and also paid periodic visits to all of the training sites. While his reportage is naturally subjective, his comments must be recorded.

At the Garfield location, Davenport's comments noted that the teachers appeared to be strong and that they were effective with the use of training aids. He noted that the team teaching concept was not being utilized and that the scheduling was controlled and formal. At the end of July, he noted that team teaching had not yet evolved at the center and that the "exceptional students" (defined by Davenport as those not needing English or Mathematics) were being virtually ignored.

In August, he noted that an attempt was being made to utilize innovative concepts including team teaching. As a result of these attempts, it appeared (to him) that a healthy rapport was being developed with the trainees. The trainees remarked that they thought their exposure to the team concept had been beneficial and they indicated a preference for team teaching over either traditional teaching or machine teaching.

Of those interviewed at Garfield, all indicated a preference for team teaching. Several commented upon the effectiveness of the tutors and the Scheuer aides. They all indicated that the program ought to be continued and many expressed the opinion that the program was too short. Many indicated that communications might have been better ... one thought the program was for High School diplomas. The majority of those interviewed felt that the program was relevant to the job and that the training received was beneficial. All seemed to feel that the field trip was both motivational and inspirational.

At the Compton site, Davenport felt that there was a well-organized team concept which afforded maximum utilization of the team efforts. The

team established good rapport with the students so that the program was able to survive the trainees' disapproval of the "art teacher". Davenport felt that the Scheuer aides were not too effective.

In the beginning of the program, several of those interviewed expressed negative feelings about the program with statements like: "I've heard that the New Careers Program is not a promise that Los Angeles County is guaranteeing jobs." ... that the "New Careers Program will terminate in February of 1969, and then what???" ..... "I have been told that my present job is <u>not</u> a step on the Career Ladder, so just what is the New Careers Program all about?"

One of those interviewed indicated a preference for traditional teaching, but felt that the team approach provided excellent motivation. She also felt that her experiences in the New Careers Program would be "inspirational" to her children. Another interviewee felt that her job was only temporary as she had not been promoted in her ten months on the job. She felt that there was little potential for advancement in the New Careers Program. She felt that team teaching was too poorly organized and that she needed specific training more professionally oriented.

Others interviewed expressed a decided preference for the team concept indicating in their remarks that team teaching is both motivational and challenging; that it is more effective because it creates a mood of motivation and that it allows teachers, tutors and aides to be helpful, patient, considerate and flexible.

Davenport's view of the U. C. L. A. team indicates that there was an informal atmosphere which should have been conducive to good learning; that there was good rapport with the students; and that the Scheuer aides were particularly strong.

All of the trainees interviewed were strongly supportive of the trainers. All expressed a desire to continue their education and almost all felt that it was directly relevant to their possibilities of retention and advancement in their particular job assignments.

Supervisors of these trainees were interviewed and most noted definite improvement in language skills and attitudinal development.

At the Los Angeles County Hospital location, Davenport noted that the total staff appeared strong. Team teaching was functioning in an effective manner though some tight scheduling was evident. He was impressed with the maintenance of constant good rapport and morale within the group.

Those interviewed at the Hospital location expressed a preference for the team approach. They all indicated that they felt that they were improving. Their supervisors felt much the same way. Some comments from the supervisors as recorded by Davenport: "the trainee is making tremendous progress in job skills and has changed from a timid shy person to an outgoing personality who appears to be motivated to improve through education";

" the trainee has a new attitude and has developed a high level of respect for her job responsibility. She now seeks assistance when necessary";

and " the trainee has shown visible improvement in her job skills ... especially English."

CHAPTER - FIVE

THE NEW CAREERS TRAINING PROGRAM - AN ASSESSMENT

The pre-Watts' riots' attendance would seem to indicate that two diverse teaching styles were most effective. This data tends to be supported by the results of the WRAT, and by the attitudinal studies.

Garfield and Compton maintained the highest consistent attendance records until August 6th. Their attendance dropped sharply with the onset of the disturbances in Watts and the restrictions placed upon the trainees by their supervisors. Both Garfield and Compton scored significantly higher on the WRAT than either the County Hospital group or the U. C. L. A. group.

It is interesting to note that if points are arbitrarily assigned for each statistical factor involved in this evaluation, a relatively accurate assessment of the efficacy of each center seems to result.

With four centers involved, a rating scale of 4, 3, 2, 1 can be established with 4 being the highest or best rating. The points are assigned to each center for each of the following items:

1) attendance for total program;
2) attendance prior to the Watts' riots;
3) improvement in total WRAT score;
4) improvement in WRAT reading score;
5) improvement in WRAT mathematics I score;
6) improvement in WRAT mathematics II score;
7) improvement in WRAT spelling score;[7]
8) team evaluation ratings.

LOCATION...Item	1)	2)	3)	4)	5)	6)	7)	8)	TOTAL	AVERAGE
Compton	2	4	3	3	4	3	3	4	26	3.250
Garfield	3	2	4	4	3	4	2	3	25	3.125
Hospital	4	3	2	1	2	2	4	2	20	2.500
U.C.L.A.	1	1	1	2	1	1	1	1	9	1.125

While the staffs of each center were formed as teams, they did not always function as teams. The composition of each team represented (as far as was possible) a wide range of age, race, and experience. Compton was an exception where the age factor of all of the team members was under thirty.

Garfield was staffed by credentialled teachers with considerable professional expertise. Davenport's reportage seems to indicate that traditional pedagogy prevailed. The success of the Garfield group would seem to indicate that adult students are sometimes so establishment-oriented towards education, that they can perform well under traditional institutionalized approaches.

Compton, on the other hand, was staffed by relatively untrained teachers who were free to utilize team teaching; individualized instruction; and student-teaching-student concepts. In Compton, the tutor aides were

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[7] There was no improvement in the WRAT spelling scores. The highest point rating was thus assigned to the group which suffered the least decline.

used as teachers. The Scheuer aid served as a tutor and more importantly as a link between the students and the team.

The success of the Compton center would tend to confirm a basic premise of the program that the unstructured approach to adult education has validity. The Compton-Garfield experiences suggest that while the team teaching concept is valid, it needs acceptance from the student constituency. This often depends upon the attitude of the professional and para-professional personnel utilizing it as a means of instruction. The team teaching concept needs the enthusiastic support of the members of the team.

The experience of all four groups seems to indicate that specific instructional materials are not critical to the success of the program. All groups made measurable progress. A wide range of instructional materials were ordered and the teams used those materials which they felt best suited their needs and the needs of their students.

The trainees were well motivated at the beginning of the program. The "rumor mill", unfortunately, had a deleterious affect on this motivation and enthusiasm. Rumors seemed to be prevalent in regards to the New Careers Program indicating that it would not be continued and that the training would not have immediate relevancy. This lack of knowledge about the program's goals appears to have been furthered by some administrative supervisors and by a lack of an adequate communications program.

The curriculum was oriented to the students' life situations. This was obviously apparent in the analysis of the WRAT Spelling Scores. The

words demanded on the WRAT did not represent words that were relevant to the students' life situations and thus the students not only failed to improve but actually lost points in the post-Spelling test. It is fair to assume, however, that had the spelling test been concerned with words of immediate relevancy to the students, a marked improvement would have been measured.

Counseling appears to have been generally effective in meeting students' guidance needs. It might have been more effective if the counseling program had been more directly related to the family and home situation. It also could have been improved had there been better communication between the counseling staff and the county administrative staff.

The data presented in the preceding chapters indicates the outstanding success of the program. In eight weeks the students went from an overall 8.3 grade level average to a 10.1 grade level average for a 1.8 grade improvement. Positive attitudinal changes are recorded and life styles were obviously affected. These changes had (according to the supervisors interviewed) a direct beneficial effect on the employees skills and attitudes on the job.

CHAPTER - SIX

THE NEW CAREERS TRAINING PROGRAM - RECOMMENDATIONS

The New Careers Motivational Training Program should be continued. What began as an eight-week experimental program has demonstrated substantial and measurable success in developing attitudinal changes; career motivation; specific skill improvement; and meaningful and realistic life-styles.

The operational conditions for program continuance have been well stated:

1. Instructional Teams

The instructional teams should continue to have a certificated teacher on each team. It appears that some teachers had difficulty in developing an unstructured approach, but the educational methodology possessed by them is invaluable. Care should be taken in selecting teachers who have had a history of teaching the disadvantaged.

The system of including persons of many styles and backgrounds, both racial and social, should be continued. This will insure that the participants who are going into public service will have experience in dealing with such persons before going out into the field.

2. Master Teacher

There must be the addition of a master teacher to insure continuous in-service training for the personnel on the teaching teams. His function would be to provide continuing help and instruction to the teams to maximize the effectiveness of their teaching. Thus, he should be a person who has demonstrated skill in teaching adult basic education.

3. Professional Up-Grading of the Teams

While the in-service training program is valuable, it does not provide enough time or continuity for maximum benefit. Therefore, the teachers should be urged, if not required, to take the University Extension courses in Methods and Materials of Adult Education, or other appropriate courses. the aides should enroll in classes that will lead toward a teaching or para-professional career.

4. In-Take Classes

Because this program allows for open enrollment, a need is seen for some type of in-take program for those students coming in after the classes begin. This would provide for pre-testing, orientation, and counseling of the student before assignment to class. As an alternative, one teacher in each team might be assigned as the in-take teacher. Each new student would remain in the in-take class for one or two weeks before being assigned to the regular class. Pertinent information about the student would then be provided to the team to help them plan an instructional program individualized for each student.

III. ROLE OF THE UNIVERSITY

The program should be continued in some form through UCLA Extension, to insure a longer period of time for determining the efficacy of the program design. This should also be accompanied by a long-term evaluation to be done by a firm on a contractual basis.

The educational research and development capability of the University assures the program of the following:

1) an objective evaluation;
2) dissemination of new educational techniques that might be developed; and
3) efficient use of funds allotted to the program.

The research function of the University would particularly focus on:

1) Methods of motivating adult basic education students;
2) Teaching styles; and
3) Efficiency of team teaching.

There was not enough time in this summer program to adequately develop a research design to encompass all of these areas.

IV. ADDITIONAL CONSIDERATIONS

1. Development of a plan whereby advanced students in each class would be used as tutors for the less advanced students.

2. Some direct contact and liaison between the administrative staff and agencies.

3. The use of student-teachers as part of the instructional team.

4. Use of the Graduate School of Education and graduate students in Adult Education for evaluation purposes.[8]

To re-activate the educational and training component of the New Careers Motivational Program, the following steps are recommended:

1. There should be a pre-program total evaluation design which would incorporate all of the objectives of the program and which would prepare for a minimum of a six-faceted evaluation procedure. These should include:

   a. an attitudinal evaluation;
   b. a job impact measurement;
   c. a community impact measurement;
   d. a project self-evaluation;
   e. an academic or skill growth evaluation; and
   f. an on-going, in-service training and cross-project staff evaluation.

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[8] Easley, Edgar M., A "WHITE PAPER" ON THE CEP MOTIVATIONAL PROJECT, University of California Extension, Los Angeles, pp. 2-4.

2. There should be a minimum of two weeks pre-program training (in contrast to the four days allotted to this summer project) which should be correlated to the total objectives of the program and not be concerned with specific teaching techniques. Training in approaches would seem to be more essential. County administrative and supervisorial personnel should be required to attend this training along with counselors and program personnel.

3. There should be a continuing in-service training program designed to meet the specific needs of the staff as they occur. This program should be an on-going training program which provides opportunities for up-grading instruction; for up-grading members of the team; and for providing a line of direct communication to administrative and supervisorial personnel in the county agencies. This training should provide upward mobility for team members.

4. The counseling program should be extended to reach the family and the home situation. To develop a successful New Careers Program, the family and home situation is too critical to be ignored.

5. The counseling program should also be extended to reach supervisorial and administrative personnel in order to develop greater understanding and coordination between the training and the job. The emphasis here should be on both skill and attitudinal development.

6. There should be a continuation and expansion of the organic curriculum.

   a. The training staff should have even wider exposure to the range of materials that are available.

b. Greater emphasis should be placed on the need to relate the instruction to the life-styles of the trainees.

c. Greater diversity in the make-up of the teams in order to replicate the essential component features of the student constituency.

d. Continuation of the unstructured administrative and instructional aspects of the program.

Emphasis cannot be redundant in stressing the importance of having all county employees be not only fully familiar with the New Careers Concepts but intensely imbued with the total programmatic concepts of the program if it is to have an effective and valid relationship to the job; to the career ladder; to the County; and to the community.

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